

eAssessment in the MYP

Webinar Part I

Presenters:

Gareth Hegarty,

Head of MYP Assessment

Fraser Lawrence,

Subject Manager, MYP Assessment

Angela Brassington,

MYP Coordinator, Munich International School

Mitchell Norris,

MYP Learning Technology Teacher, Munich International School

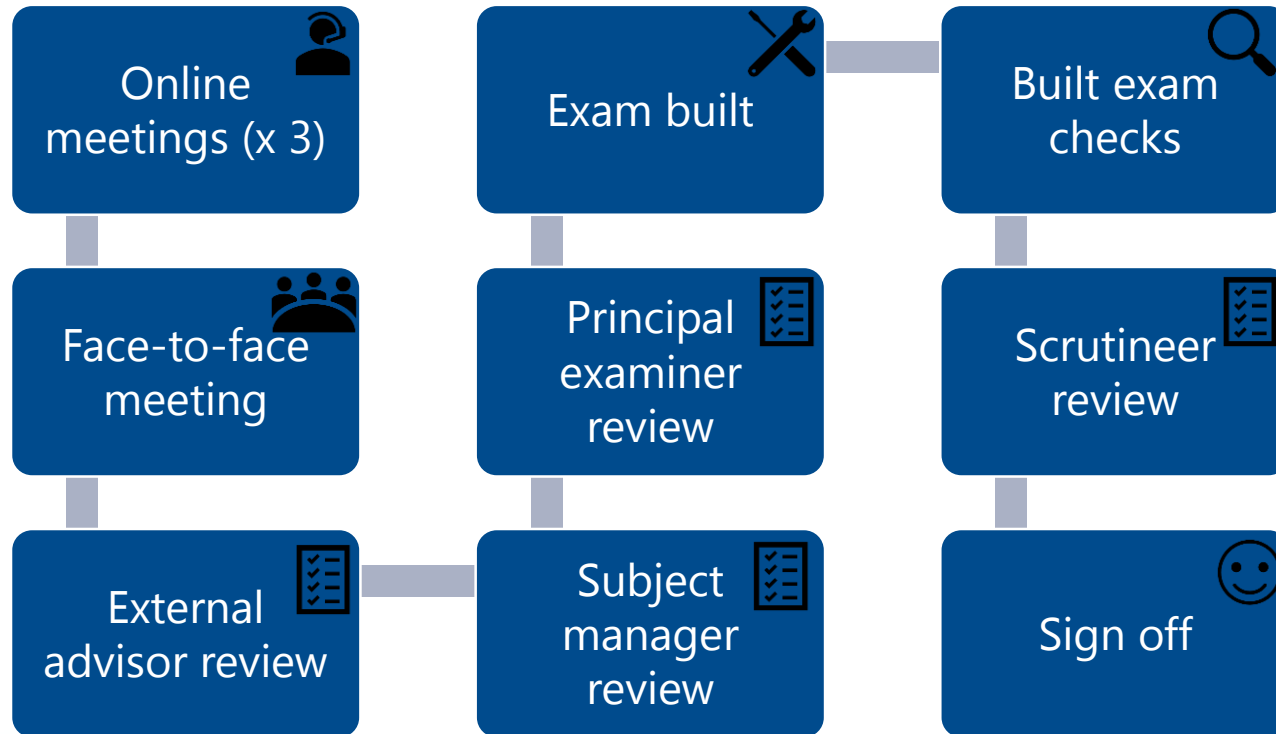
Agenda

- Assessment procedures and requirements
- Personal project
- Services and support materials available on the OCC and PRC
- Lessons learned from 2016 and refinements for the future
- Implications of eAssessment for classroom practice
- Preparation for eAssessments
- eAssessment professional development workshops

Assessment Cycle



Authoring

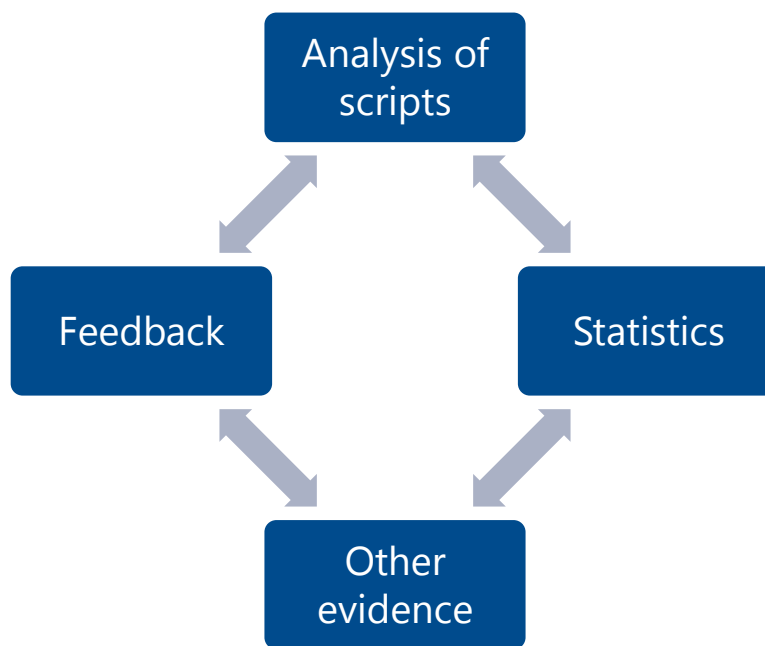


Quality assurance

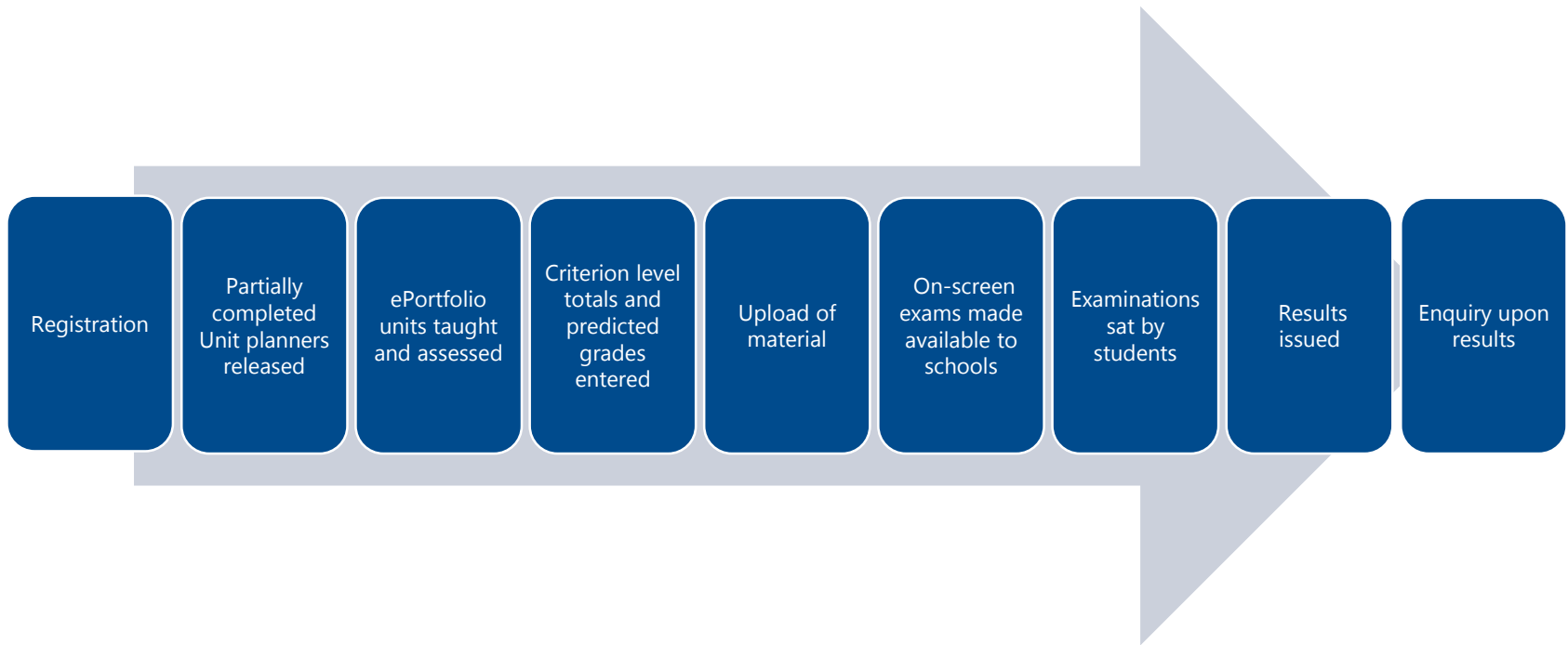
1. Examiner training
2. Standardisation
 - a. Refine the markscheme
 - b. Agree marking standards
 - c. Set up the quality model



Criterion-related grade awarding



School Facing Assessment Processes



* Note: the interdisciplinary learning pre-release material is released in April, not November as was stated in the presentation.

Personal Project

- It is mandatory for **all** students in **all** schools to participate
- Support document released (Further guidance including task specific clarification for use from Nov 2016)
- Standardisation is essential to achieve school standard
- Required to assess all students and enter teacher assessed totals
- Upload work for all students identified by IBIS
- No links! Only submitted material can be marked

Online curriculum centre (OCC)

Primary Years Programme

Middle Years Programme

Diploma Programme

Career-related Programme

Support areas

Workshop Leader

[OCC home](#) > [MYP home](#) > [MYP coordinators](#)

eAssessment

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Academic Honesty in the Middle Years Programme

Handbook of procedures for the Middle Years Programme: Assessment 2016 – updated March 2016

Handbook of Procedures for the Middle Years Programme: Assessment 2017

Conduct in the MYP on-screen examinations

Conduct in the MYP on-screen examinations: Notice to candidates

The conduct of IB Middle Years Programme on-screen examinations (May and November 2017)

ePortfolio user guide (for teachers)

IT requirements for conducting MYP on-screen examinations

eAssessment May 2017

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Global context (May 2017)

Guide to MYP eAssessment (First examinations May and November 2017)

May 2017 examination schedule



Home ▾

MYP resources

English ▾



Curriculum

Subject groups

- ☆ [Language and literature](#)
- ☆ [Language acquisition](#)
- ☆ [Individuals and societies](#)
- ☆ [Sciences](#)
- ☆ [Mathematics](#)
- ☆ [Arts](#)
- ☆ [Design](#)
- ☆ [Physical and health education](#)

Supporting material

English ▾

- > [Guide to MYP eAssessment \(First examinations May and November 2017\)](#)
- > [Guide to MYP eAssessment \(First examinations May and November 2016\)](#)
- > [IB animal experimentation policy](#)
- > [MYP on-screen Compatibility Checker package \(Mac and PC\)](#)
- > [The conduct of IB Middle Years Programme on-screen examinations \(May and November 2017\)](#)
- > [MYP eAssessment Q&A Sheet – May 2016](#)

Support for teachers

- Subject guide
- Guide to eAssessment
- Familiarisation
- Past exams (N16 available in March)
- Markschemes
- Subject reports
- Marked exemplars
- Students response service

Support for coordinators

- Handbook of procedures
- On-screen compatibility checker
- The conduct of MYP on-screen examinations
- Conduct in MYP on-screen examinations
- On-screen examinations user guide
- ePortfolio news letter
- ePortfolio guide

Power and Impact of Digital Assessment

Online workshop will be launched May 11

- Develop inquiries into the rationale, integration, and design of digital assessment.
- Investigate strategies for implementation of tools used for digital assessment.
- Explore the ways in which digital assessment is present in IB schools.
- Consider ways to integrate digital assessment into the teaching and learning across subjects, areas and themes in IB programmes.

Lessons and refinements



Issues and concerns raised by schools

- Personal project and some ePortfolio submissions
- Exam experience of some schools
- Performance / outcome in
 - design
 - individuals and societies
 - science
 - maths
- ePortfolio and personal project feedback

IB Lessons learned and actions being taken

- Review of examinations in light of student performance
- Develop ways to support schools
- Develop better ways to communicate
- Improve feedback
- Stability - consolidate
- Wiris update

Refinements

- Total mark decrease to 100
 - Mathematics and Extended mathematics: May 2017
 - Sciences: May 2018
 - Aim: to reduce the burden on students
- Total mark decrease to 80
 - Language and literature, Individuals and societies, Interdisciplinary learning (May 2018)
 - Aim: to improve reliability of marking
- Topic list refinement
- Redesign grade descriptors
- New consolidated Guides published in September
- Developments reported in Feb/March for 2018 assessment.

Advice for schools

- Read key documentation
- Familiarize students with specimens and familiarization activity
- Familiarize with computer to be used
- Familiarize staff with on-screen technology
- Consider maths/extended maths placement
- Ask for help

Bring your own device dilemma

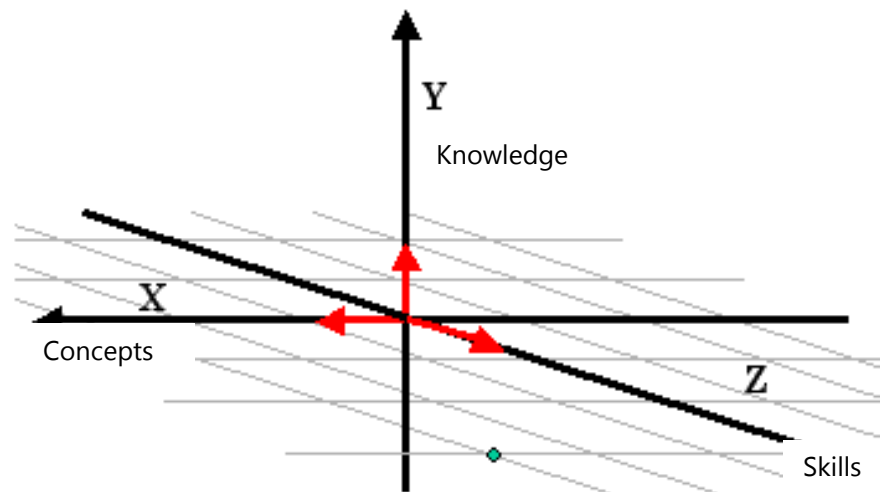
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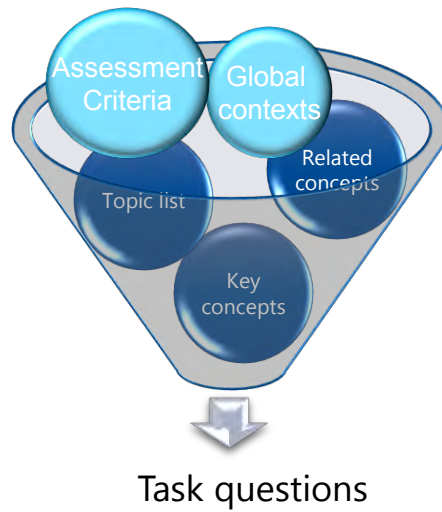
<http://tryross.com/the-byod-dilemma/>

Implications for teaching

3 dimensional assessment



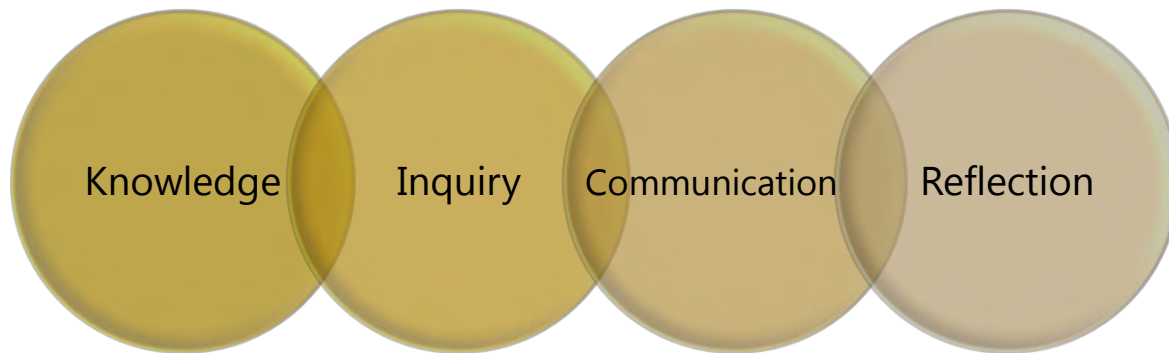
Exam mirrors MYP classroom practices



Traditional vrs MYP examinations

- Paper and pen
 - Static media
 - Inauthentic often theoretical abstract questions
 - Detailed syllabus
 - Knowledge based questions sampled from syllabus
 - Predictability can produce negative backwash
- Electronic
 - Rich media
 - Authentic real life issues explored
 - High level topic list
 - 3 dimensional tasks derived from conceptual interpretation of criteria
 - Predictability leads to enhanced MYP teaching and learning

All criteria strands covered every time



Criterion A: Knowing and understanding

At the end of year 5, students should be able to:

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments.

Criterion B: Inquiring and designing

At the end of year 5, students should be able to:

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations.

Criterion C: Processing and evaluating

At the end of year 5, students should be able to:

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method.

Criterion D: Reflecting on the impacts of science

At the end of year 5, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
- apply scientific language effectively
- document the work of others and sources of information used.

In summary

- Study the constructs being assessed
 - Subject criteria
 - Guide to eAssessment (blueprint, topic list)
 - Exams
 - Markschemes
 - Marked student responses
 - Subject report
- Reinforce in everyday teaching and activities
- Create your own exams



Munich International School

Nurture – Challenge – Inspire

Pioneering international education since 1966

Implementation: Munich International School

Why eAssessment?

Information and understanding

- Staff
- Students – Parents

[Timeline and calendar](#)

Familiarisation opportunities

Accountability and feedback

Exam experience

Global Context

ePortfolio subjects

- Unit planner
- Internal standardisation & upload

Onscreen exam subjects

- Integrate into teaching

Interdisciplinary onscreen - PRM



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Impact on teaching and learning

- Enables conversations and reflection about contextual teaching and learning.
- Improved, more engaging assessments - continuation of student learning.
- MIS MYP3 Project – redesigning end of year assessments.
- Interdisciplinary teaching and learning – every year of the programme.
- Focus on command terms, subject objectives and ATL.



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Pioneering international education since 1966

Challenges - Change Management

- Paradigm shift
 - Change management - takes time - different rates of engagement/acceptance
 - Maths and science
- Onscreen exam technology is very reliable but schools need to ensure they have an informed support team
- Candidate registration options - ensure students have information about any choice
- Subject Group Flexibility - MIS will introduce SGF in 2017 to create more time for students ePortfolio subjects.
- MYP5 balance between completion of the MYP, through criterion based assessment (each strand twice) and preparation for on-screen assessment in May.
- Strong influence of exam-orientated DP teachers, who see the onscreen assessment as the preparation for DP, rather than conceptual thinking/skills.



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School Results

Feedback to schools

School results - World average

- Moderation reports
- Category 2 return of material
- Subject reports
- Exemplar answers

Student response service

Student experience

- Very positive feedback from students
- Course results and Certificates
- Exam experience
- DP preparation

The MIS parents and school board have been very supportive and feel eAssessment provides valuable opportunities for students.